

## Nebraska Migrant Education Program Local Project Needs Assessment Guide

The following Needs Assessment Guide represents the first step in identifying local project needs. The Needs Assessment Guide is aligned to the State's Comprehensive Needs Assessment and the Service Delivery Plan. It will focus on four measurable program outcomes: School Readiness, Reading, Mathematics, and Graduation.

### Local Migrant Education Program: General Information

**Project Site** – Complete the following table with appropriate contact information.

<b>Name of Project Site and Address</b>	
<b>Name of Director</b>	
<b>Email Address</b>	
<b>Phone</b>	
<b>Fax</b>	
<b>Name and Title of Person Filling Out Form</b>	
<b>Date</b>	

**Program Demographics** – Complete the following table with appropriate numbers.

	# Identified Migrant Students	# Priority for Service Students
3 – 5 Years Old		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Out of School Youth		

## School Readiness

### District Services

Please complete the following table with appropriate student numbers. If the program is not offered, mark as “not applicable” (N/A). Spaces are provided for other locally-funded preschool programs that may be offered.

	#Identified Migrant Students Serviced
4 Year Old At Risk	
Early Head Start	
Parents as Teachers 3-5 Year Old	
Migrant Family Literacy	
Other:	
Other	
Totals	

- 1) Please provide the total number of identified Migrant students 3-5 years of age NOT served.

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## Reading

### Student Performance: K-2 Early Reading Assessment/Nebraska State Reading Assessment

Please complete the following tables with appropriate numbers.

\*Note the first two columns ask for a count; the second two, percentages.

	# Identified Migrant Students Tested	# Identified Migrant Students Meeting Standard or Above (or for Early Reading Assessment)	General Student Population % Meeting Standard or Above % at Grade Level	Identified Migrant Student Population % Meets Standard or Above (for Early Reading Assessment) % at Grade Level
K – 2				
3 – 6				
7 – 8				
9- 12				
<b>Totals</b>				

### Reading/Language Arts

Please provide counts of identified migrant students in each of the following non-Migrant funded programs.

Non-Migrant funded Services	# Identified migrant Students Served				# Identified Migrant Students NOT Served				# Identified PFS Migrant Students Served				# Identified PFS Migrant Students NOT Served			
	K -2	3 -6	7 – 8	9 - 12	K -2	3 -6	7 – 8	9 - 12	K -2	3 -6	7 – 8	9 - 12	K -2	3 -6	7 – 8	9 - 12
Core Reading/Language Arts																
Title I-A																
Title III/ESL																
Special Education																
Tutoring																
Summer School																
Other:																
<b>Totals</b>																

## Mathematics

### Student Performance: K-2 Early Reading Assessment/Nebraska State Mathematics Assessment

Please complete the following tables with appropriate numbers.

\*Note the first two columns ask for a count; the second two, percentages.

	# Identified Migrant Students Tested	# Identified Migrant Students Meeting Standard or Above (or for Early Reading Assessment)	General Student Population % Meeting Standard or Above % at Grade Level	Identified Migrant Student Population % Meets Standard or Above (for Early Reading Assessment) % at Grade Level
K – 2				
3 – 6				
7 – 8				
9- 12				
<b>Totals</b>				

## Mathematics

Please provide counts of identified migrant students in each of the following non-Migrant funded programs.

Non-Migrant funded Services	# Identified migrant Students Served				# Identified Migrant Students NOT Served				# Identified PFS Migrant Students Served				# Identified PFS Migrant Students NOT Served			
	K -2	3 -6	7 – 8	9 - 12	K -2	3 -6	7 – 8	9 - 12	K -2	3 -6	7 – 8	9 - 12	K -2	3 -6	7 – 8	9 - 12
Regular District Mathematics Prog.																
Title I-A																
Title III/ESL																
Special Education																
Tutoring																
Summer School																
Other:																
<b>Totals</b>																

## Graduation

### Graduation Rate/Dropout Rate

To calculate graduation rate for the cohort group, begin with the number of students their first year of high school PLUS any students transferring in, and subtracting any students transferring away for whom the school received a transcript request, as the denominator; the numerator is the number of students who actually graduated as seniors.

	General Student Population	Migrant Student Population
Graduation Rate		
Dropout Rate		

### Graduation/Out of School Youth

\*Note: Under student count, include ONLY those identified Migrant Students to whom the service applies.

Services	# Identified Migrant Youth Served			# Identified Migrant Youth NOT Served		
	Secondary	PFS	Out of School	Secondary	PFS	Out of School
Counseling Services for Graduation						
Summer School						
Local GED Programming						
Local Community Learning Center						
Local Credit Accrual/Credit Recovery Program						
ELL						
PASS (Portable Assisted Study Sequence)						
Other:						
Other:						

## Barriers

Check identified barriers for each grade level in the following table.

\*Note: You may wish to indicate the grade span below the check box for which a barrier is important.

Barriers	Important	Some-what important	Not a barrier	Unknown
Insufficient English language proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low level of parent/guardian literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of transportation to and from school functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are working rather than attending school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended periods of absence during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inefficient communication between the school and the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited access to supplemental education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health barriers and mental wellness issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inconsistent or unstable housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited prior educational experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff is unaware of students' specific needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are needed at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Needs Assessment: Findings**

Consider the data collected in the needs assessment and provide an analysis of it with a focus on the four measurable program outcomes.

- 1) What are the most common identified barriers for K-2?
  
  
  
  
  
  
  
  
  
  
- 2) What are the most common identified barriers for grades 3-6?
  
  
  
  
  
  
  
  
  
  
- 3) What are the most common identified barriers for grades 7-8?
  
  
  
  
  
  
  
  
  
  
- 4) What are the most common identified barriers for grades 9-12?

### **School Readiness**

- 1) How does the district accurately assess the needs of pre-school age migrant students?
  
  
  
  
  
  
  
  
  
  
- 2) How could the district provide for the needs of pre-school age migrant students?

**Reading/Language Arts**

- 1) What are the areas of greatest need for migrant students in reading/language arts?
- 2) What additional services is the district providing to address the identified reading/language arts needs of migrant students?
- 3) How will the district overcome the barriers to ensure success in reading/language arts for migrant students?

**Mathematics**

- 1) What are the areas of greatest need for migrant students in mathematics?
- 2) What additional services is the district providing to address the identified mathematics needs of migrant students?
- 3) How will the district overcome the barriers to ensure success in mathematics for migrant students?

**Graduation**

- 1) What does the district recognize as contributing factors to migrant students' dropping out or failing to graduate from high school?
- 2) How could the Migrant Education program address these factors to ensure more migrant students graduate from high school?
- 3) What types of services for out of school youth is the district providing?



## **Other Concerns**